

Every Student Succeeds Act

in Iowa

Winter 2017



Every Student Succeeds Act **in Iowa**

Today's Agenda

- Welcome
- Introduction of the Plan
- Section Review
 - * Overview of Iowa's Support for Students, Educators and Schools
 1. Long-Term Goals
 2. Consultation and Performance Management
 3. Academic Assessments
 4. Accountability, Support, and Improvement for Schools
 5. Supporting Excellent Educators
 6. Supporting all Students
- Obtain input to be taken into consideration in the next draft



Assumptions We're Making...

- This presentation is an overview
- There is much detail in the plan that is not in this overview
- We will take questions as we go
- There are some questions we do not have the answer to at this point
- If you have a perspective on an issue, we hope you will share it with us

INPUT:

- Online Feedback Form
- Information Tour
- Email
- Mail



Introduction to the plan



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Introduction to the plan



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Introduction to the plan

What the initial ESSA Draft Plan <u>IS</u>	What the initial ESSA Draft Plan <u>IS NOT</u>
<ol style="list-style-type: none">1. Truly a first draft.2. Iowa's draft application for funds authorized under ESSA.3. Reflective of the broader system within which Iowa will function to support ESSA.4. Developed by working closely with stakeholders.5. Revised based on feedback collected across our ESSA Advisory Committee, Fall Listening Tours and Issue-Specific Forums.6. Informed moving forward by feedback, which will be reflected in the final draft released in May, 2017.7. A draft plan that will be submitted to USED on September 18, 2017 (USED then has a 120-day review period to approve state plans)	<ol style="list-style-type: none">1. Complete or final.2. Inclusive of all feedback, as we are continuing to compile, summarize and consider feedback within ESSA requirements.3. Limiting regarding the state's ability to revise the plan in future submissions to USED for approval.4. Inclusive of the detail needed for schools to implement (this will be provided in guidance and technical assistance).5. Limiting on the allowable use of federal funds beyond what is stated in law.6. Limiting of stakeholder feedback or engagement, as this is truly a first draft.



Input and Submission Timeline

- **Information Tour:** January 9-20, 2017
- **Draft Posted for Input:** January 6 - February 15, 2017
- **Final Draft Posted for Input:** May 2017
- **ESSA Plan Submitted:** September 18, 2017
- **Guidance and Technical Assistance:** Throughout 2017-2018 and beyond



ESSA Draft Plan Organization

Section 1. LONG-TERM GOALS

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

Section Input.

Information here about the feedback provided.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

It is the information contained within these blue-bordered text boxes on which we are requesting input on via listening tours, emails, or our online feedback form

SEEKING
INPUT



Big Picture Overview of Iowa's Supports to Students, Educators and Schools



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Collaborative/Coherent Infrastructure For All Levels of the System

WHO: IDOE, AEAs, LEAs and other organizations

WHAT: Work to establish a statewide development, delivery and support system---

- 1. Development.** We work as a system to identify, develop, refine and pilot evidence-based processes, tools, practices and professional learning.
- 2. Delivery.** We work as a system to use common professional learning to build our capacity: Training Cadre (TC) and Statewide School Improvement Team (SSIT)
- 3. Supports.** We work as a system to support districts and schools through TC and SSIT



Overview of Iowa's Supports to Students, Educators and Schools

Overview describes the bigger picture - the ESSA plan sections further detail this bigger picture.

1. Supports for Students
 - a. Offer and teach
 - b. Well rounded education for all
2. Supports for Educators
 - a. SSIT and Training Cadre
 - b. Continuous Improvement Model (MTSS)
 - c. Professional Development for teachers, teacher-leaders, and administrators; recruitment and retention; in-service training



Overview of Iowa's Supports to Students, Educators and Schools

3. Supports for Schools

Within the Collaborative Infrastructure, we support schools through the *Unified Differentiated Accountability and Supports System*.

1. **Universal Desk Audit** (to maintain compliance)
2. **Identification for Supports** (using ESSA Measures and Healthy Indicators)
3. **Supports for Schools**
 - a. Available to all schools (Common Tools, TA, Action Planning)
 - b. Required for schools identified for Comprehensive support (lowest 5%)
 - c. Some supports are required for schools identified for Targeted support



Section 1. Long-Term Goals



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Section 1. Long-Term Goals

Section Input: None at this time

Major components:

1. Academic Achievement

- a. Reading and Mathematics
- b. Baseline, Long-Term Goals and Interim Measures will be set in 2018-2019 when we have data from new assessment

2. Graduation Rates

- a. Four-Year Cohort Baseline and Long-Term Goals
- b. Five-Year Extended Rate - ready for review in May 2017

3. English Language Proficiency

- a. Ready for review May 2017



FOUR-YEAR COHORT GRADUATION RATE-- Subgroup	Baseline Data: FFY 2015-2016	Long-term Goal
All students	90.8%	95%
Economically disadvantaged students	84.8%	95%
Children with disabilities	77.0%	95%
English learners	82.9%	95%
Race/Ethnicity		
American Indian or Alaska Native	85.6%	95%
Asian	92.7%	95%
Black or African American	79.2%	95%
Hispanic	82.8%	95%
Multi-race	83.9%	95%
Native Hawaiian or Pacific Islander	86.4%	95%
White	92.4%	95%

Section 2. Consultation & Performance Management



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Section 2. Consultation & Performance Management

Major components: CONSULTATION

1. Public Notice

- a. Single-point of communications
- b. Regular public notice across multiple means
- c. Regular State Board and legislative updates

2. Outreach and Input

3. Governor's Consultation



Outreach and Input



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Section 2. Consultation and Performance Management

Section Input:

- **Align the plan** with existing statewide efforts as well as with state requirements.
- **Focus on the flexibility** of ESSA, and promote state and/or local flexibility within the plan, as well as equity and flexibility in use of funds.
- **Keep in mind Iowa's diversity** across schools and the challenges this brings within and across the system.
- Continue to **establish effective community and/or family engagement/partnerships** – both in the development of the plan and evidence-based practices for schools.
- **Advisory Committee:** The plan should be drafted prior to the end of the 2016-2017 year; several members indicated an April submission was appropriate; several members indicated a September submission was appropriate.



Section 2. Consultation & Performance Management

What we have done in response:

- We are intentionally aligning statewide work within the state ESSA Plan.
- We are committed to supporting flexibility of ESSA, including equity and flexibility in use of funds and we will seek to illustrate this throughout the plan.
- We will continue to engage with stakeholders throughout development of the ESSA Plan.
- We will obtain feedback via an online survey Winter and Spring 2017
- We intentionally included at least one student voice on ESSA Advisory Committee,
- We will complete the plan for a final review by May.



Section 2. Consultation & Performance Management

Major components: PERFORMANCE MANAGEMENT

1. Review and Approval of Plans
2. Monitoring
3. Continuous Improvement
4. Differentiated Technical Assistance



Section 3. Academic Assessments



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Section 3. Academic Assessments

Section Input:

- Concern about Iowa's outcome assessment and/or the amount of time required of students.

What we have done in response:

- The Department will conduct an internal assessment audit:
 - Conduct internal assessment audit (Legal citation, Requirements, Funds, Assessment Type)
 - Establish Results
 - Obtain Stakeholder Feedback
 - Publish and Share Results
- District Assessment Audits will be done through Differentiated Accountability



Section 3. Academic Assessments

Major components:

A. Advanced Mathematics Coursework/Assessment (8th Graders)

B. Languages Other than English

- DEFINE: “languages other than English that are present to a significant extent in the participating student population.”

Any language that represents 4 percent or more of the native languages spoken by identified English Learners is considered a language present to a significant extent in the participating student population



Section 4. Accountability, Support and Improvement for Schools



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Section 4. Accountability, Support and Improvement for Schools

Section Input:

- The following should be considered in Iowa's measures for accountability:
 - Proficiency Model
 - Growth Model
 - Measures that include ACT, SAT, college and career ready and/or AP courses
 - Measures that include creativity, or school climate – measures that are not typical accountability measures
- ESSA Advisory:
 - Unified Differentiated Accountability and Support System aligns state and federal requirements
 - Graduation Rate at least 5 year extended rate
 - Accountability N=20
 - Three-year cycle of identification and school supports
 - Term Extended Comprehensive appropriate



Section 4. Accountability, Support and Improvement for Schools

What we have done in response:

- We are continuing to obtain feedback on Iowa's measures for accountability, including the use of a proficiency model, a growth model and measures for school quality or climate, as well as school intervention and supports, resource allocation plan and extended comprehensive schools.
- Input from Advisory has been used directly in the development of Iowa's Unified Differentiated Accountability and Support system, graduation measure, N size, the three-year cycle of identification and support of schools (comprehensive and targeted) and Extended Comprehensive schools.



Section 4. Accountability, Support and Improvement for Schools

Major components:

4.1 Accountability System

- a. Indicators
- b. Subgroups
- c. Minimum # of Students
- d. Meaningful Annual Differentiation
- e. Participation Rate

4.2 Identification of Schools

4.3 State Support and Improvement for Low-Performing Schools

- a. School Improvement Resources
- b. TA regarding Evidence-Based Interventions
- c. More Rigorous Interventions
- d. Periodic Resource Review



4.1.A. INDICATORS

Elementary and Middle Schools	Measure Proposed	High Schools
EM1. Academic Achievement (ELA and Math)	Average Scale Scores	H1. Academic Achievement (ELA and Math)
EM2. Academic Progress	Student Growth Percentile	H2. Academic Progress
EM3. Progress in Achieving English Language Proficiency	Student Growth Percentile	H3. Progress in Achieving English Language Proficiency
EM4. School Quality	Iowa's Safe and Supportive Schools Conditions for Learning Index	H4. School Quality
	Four-year adjusted cohort graduation rate, and also an extended five-year cohort graduation rate.	H5. Graduation Rate



Elementary, Middle and High Schools	Measure Proposed	Description
School Quality	Conditions for Learning Index	<p>Survey across students, parents and school faculty across three domains and related constructs:</p> <p>SAFETY</p> <ul style="list-style-type: none"> • <u>Physical Safety</u>. The extent to which students are safe from physical harm while on school property. • <u>Emotional Safety</u>. The extent to which students feel safe from verbal abuse, teasing, and exclusion. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • <u>Diversity</u>. The extent to which students and adults demonstrate respect for each other's differences (i.e., appearance, culture, gender, race, learning differences, etc.). • <u>Student-Student</u>. The extent to which students demonstrate care for, respect for, and collaborate with one another. • <u>Adult-Student</u>. The extent to which adults demonstrate care for students, respect for students, and acknowledgement of students' work. <p>ENVIRONMENT</p> <ul style="list-style-type: none"> • <u>Expectations</u>. The extent to which clear rules are delineated and enforced. • <u>Physical Environment</u>. The extent to which the school facilities are adequate, clean, and up to date.

Academic Achievement and Progress

High Schools	Measure Proposed	Description
Graduation Rate	Four-year adjusted cohort graduation rate, and also an extended five-year cohort graduation rate.	<ul style="list-style-type: none">• Calculated as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.• <u>COHORT</u>: From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die.



4.1.D. MEANINGFUL ANNUAL DIFFERENTIATION (Requirements)

- Must set short-term and long-term goals at the state level
- Must measure the achievement of at least 95% of all students and each subgroup
- Must measure annually and determine whether goals are met at the building, district and state level
- **Must identify schools with consistently underperforming subgroups at least once every three years - Targeted or Comprehensive**
- **Measures must be weighted with academics at a greater weight**
- **All measures must have at least 3 levels of achievement**



Targeted and Comprehensive

Targeted

- Title I schools with one or more significantly underperforming subgroups.
- Determined based on accountability data on a 3-year cycle.

Comprehensive

- Lowest 5% of Title I schools.
- Any high school graduating less than $\frac{2}{3}$ of students.
- Determined based on accountability data on a 3-year cycle



Proposal for Weighted Measures

Elementary/Middle School Indicator	Weight	High School Indicator	Weight
Academic Achievement	1	Academic Achievement/Growth	2
Growth	2	Graduation	1
Progress toward ELP	1	Progress toward ELP	1
Conditions for Learning	.75	Conditions for Learning	.75
Participation	1	Participation	1



ELEMENTARY – MIDDLE SCHOOL			HIGH SCHOOL	
Indicator	Points	LEVEL	Points	Indicator
Academic Achievement	30	1	30	Academic Achievement/Growth
	20	2	20	
	10	3	10	
Growth	50	1	50	Graduation
	40	2	40	
	30	3	30	
Progress toward ELP	30	1	30	Progress toward ELP
	20	2	20	
	10	3	10	
Conditions for Learning	30	1	30	Conditions for Learning
	20	2	20	
	10	3	10	
Participation	At or Above 95%	1	At or Above 95%	Participation

School Example

Indicator	Levels	Points	Weight	Weighted Points
Academic Achievement	2	20	1	20
Growth	1	50	2	100
Progress toward English Language Proficiency	3	10	1	10
Conditions for Learning	1	30	.75	22.5
Participation Rate – all students/subgroups	95%	10	1	10
Total	162.5			



4.3.B. Technical Assistance After Targeted/Comprehensive Identification

1. Common Tools

- a. This allows schools to have repeated opportunities to access and use tools to aid in continuous improvement, as opposed to being provided different tools and processes at each tier of support.

2. Layering of Supports

- a. In addition to unique supports at each tier, schools will access supports from other tiers as they engage in continuous improvement

3. Common Action Plan

- a. One action plan, as opposed to multiple plans for each area of focus.



YEARS TWO AND THREE

- **Targeted Support**
 - Implement action plan
 - Access technical assistance as desired
- **Comprehensive Support**
 - Monthly action plan data review
 - Professional learning support
 - District Coach Support
 - Summer Institute



4.3. State Support and Improvement for Low-Performing Schools

A. School Improvement Resources: Specific to schools identified as **Targeted** or **Comprehensive**

Subgrants based on formula to schools that submit acceptable improvement plans for not more than 3 years.

3-year Cycle of Improvement



4.3. State Support and Improvement for Low-Performing Schools

A. School Improvement Resources: Specific to schools identified as **Targeted** or **Comprehensive**

- The state has the latitude to determine how to use a portion of Title 1 funds (approximately \$6 million)
- Funds are required to be distributed to support Targeted and Comprehensive schools:
 - Must be prioritized for supports for comprehensive schools.
 - Includes supports from other agencies to support comprehensive and targeted schools.



Section 5. Supporting Excellent Educators



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Section 5. Supporting Excellent Educators

Section Input:

- The following should be considered in support for educators:
 - Professional Learning for educators across several areas [e.g., Gifted and Talented, Library Services, English Learners]
 - Provide more planning/collaboration time

What we have done in response:

- Aligned professional learning to Iowa's Unified Differentiated Accountability and Support System, and to Teacher Leadership and Compensation.
- Included professional learning on Multi-Tiered System of Supports in order to understand significant needs that require statewide support.



Section 5. Supporting Excellent Educators

Major components:

5.1 Educator Development, Retention and Advancement

- a. Certification and Licensure Systems
- b. Educator Preparation Program Strategies
- c. Educator Growth and Development Systems

5.2 Support for Educators

- a. Resources to support state-level strategies
- b. Skills to address specific learning needs

5.3 Educator Equity



Section 5. Supporting Excellent Educators

5.1. and 5.2

We will work with universities, and with districts, to provide evidence-based professional learning opportunities to:

- Support principals, teachers, and school leaders in the effective implementation of MTSS, specifically in the areas of Assessment and Data-Based Decision-Making, Universal Instruction, Intervention Systems, Leadership, and Infrastructure.
- Well Rounded - Continued professional learning and support may include any of the areas listed within 2103(b)(3), contingent on the preponderance of districts with common needs identified as a result of MTSS implementation statewide.



Section 6. Well-Rounded & Program Requirements



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Section 6. Well Rounded and Program Requirements

Section Input:

- The following should be considered regarding well-rounded education:
 - Direct support of all content areas [e.g., library services, physical education, school counselors, science, social studies, gifted and talented, early childhood)
 - Address educator-student ratio
 - Provide effective professional learning, across all content areas

What we have done in response:

- Ensured that the “mays” can be leveraged and coordinated to best support local context and needs. In response to
- We will work collaboratively to develop exemplars of evidence-based best practices, as well as a web-based, searchable clearinghouse of evidence-based strategies that districts might incorporate into Title IV Part A plans to meet local needs.



Section 6. Well-Rounded & Program Specific Requirements

- Evidence-based programs supported at the state level:
 - Multi-Tiered System of Supports
 - Iowa Early Learning Standards and Iowa Core Standards
 - Teacher Leadership and Compensation
 - Early Literacy Progression
 - Learning Supports
 - STEM and CTE
 - And we are committed to Local Flexibility to address local context and serve student needs



Your Input



ONLINE FEEDBACK FORM: <https://www.educateiowa.gov/pk-12/every-student-succeeds-act>

EMAIL: essa@iowa.gov

MAIL: Iowa Department of Education, ATTN: David Tilly



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